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ABSTRACT

This resource unit, developed by the University of Minnesota's Project Social Studies, introduces eighth graders to an overview of the American political system. The unit analyzes political conflict, compromise, and the need for government and law. It examines American political ideals and contrasts them briefly with other political ideologies and provides an overview of our federal structure and theoretical system of separation of powers. These facts of our political system are contrasted briefly with unitary and parliamentary systems. The unit establishes questions to use in examining decision making in later units and also questions to use in evaluating political institutions against American ideals. A statement of objectives precedes the main body of the unit which contains an outline of content with correlated teaching procedures and materials of instruction. Appendices include a reading on the American political system, an exercise in conflict and accommodation, listening, thinking, and decision-making skill activities, as well as a list of selections on primitive law. Teacher's guide is SO 007 511. (Author/KSM)

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Grade 8 -- Our Political System

Overview

This resource unit presents an overview of the need for law and government, differences among governments, the American political ideology, the parts of our political system, influence and power, and decision-making in a democracy. It raises questions to be studied in the remaining units on the political system.

Resource Unit 1

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OBJECTIVES

This overview should make progress toward achieving the following objectives:

Generalizations:

1. Every society must have some minimum of order or regularity of behavior if chaos is to be avoided.
   a. Some norms are considered so important in a society that they will be enforced through the use of force if necessary; other norms are considered less important.
   b. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences.
   c. All societies must develop means of enforcing laws and working out new laws.
   d. The greater the population density and the more complex the technological system, the greater the need for more laws and for some institutions for changing laws.

2. Government action may help increase as well as restrict individual rights.

3. The political system is the authoritative allocator, the mechanism by which society finally and ultimately decides which interests, goals, and wants shall be enforced on and in society.

4. Totalitarian governments extend the scope of politics far beyond the usual to include almost all aspects of life; democracies tend to limit the scope of politics.

5. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do.

6. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency and diversity.

7. Democracy is a political form in which the final policy-making power and all forms of political participation are open to the great numbers of adults in the society; in other types of political systems, policy-making and political partic-

ipation are open only to the few.

8. Democracy as a political form is based on the general assumption that majorities of citizens are the best judges of what is good for them and that they are entitled to the right to make this choice.

9. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

10. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects.

11. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

12. There are probably some social conditions which are necessary for a democracy to operate effectively.

13. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest; that is, an ideology is a guide, manual, and cue-book to the political system.

14. Our political system includes a number of major components, each of which affects the others.

15. Many factors affect the relative influence and power among citizens.

16. Many factors affect decision making in a democracy.

Skills

1. Takes notes on reading.
2. Adjusts his note-taking to discussions.
3. Listens for main ideas and/or for supporting details.
4. Interprets tables and charts.
5. Sets up hypotheses.
6. Considers possible consequences

of alternative courses of action.
7. Skims to locate information.
8. Interprets cartoons.
9. Distinguishes between facts, inferences, and value judgements.
10. Reads for main idea.

*Attitudes

1. Is curious about social data (human behavior) and wishes to read and study further in the social sciences.

2. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the importance of values in the process of making decisions about problems which demand action.

3. Considers his generalizations and hypotheses tentative, subject to change in the light of new evidence.

4. Evaluates proposals and institutions on the basis of their effects upon individuals as human beings.

5. Believes in equality of opportunity for all.

6. Accepts the will of the majority until it can be changed by peaceful means.

7. Respects rights of others.

8. Supports freedom of thought and expression.

9. Has a reasoned loyalty to the United States and desires to make it an ever better place in which to live.

* Some of these attitudes, such as 1 and 2, should be developed throughout the unit by the choice of interesting content and by pointing out the need for objectivity during discussions.

OBJECTIVES	OUTLINE OF CONTENT
G. Every society must have some minimum of order or regularity in behavior or chaos would result.	I. Every society must have some minimum of order or regularity in behavior or chaos would result.
	A. People are able to communicate with each other because they share common meanings; if there were no uniformity in the use of symbols, no one would know how to interpret them.
	B. Unless there are some patterned ways of behaving, people do not know what to expect of others or how to behave. 1. If an individual were to act completely differently each time he met the same kind of situation, others would never know what to expect of him or how to act in relationship to him.

TEACHING PROCEDURES

MATERIALS OF INSTRUCTION

1. Tell pupils that the class will spend several weeks getting an overview of the year's work. Give them a very brief description of the course and of the emphasis upon concepts and generalizations (define) and upon setting up their own hypotheses and testing them.

2. Review from the seventh grade work, the need for uniform meanings for symbols if people are to be able to communicate with each other. What would happen, for example, if a teacher were to have different meanings for the word "right" in class. Suppose he were to mean "correct" sometimes and "wrong" sometimes? What problems would students face? What problems do people face when they travel abroad and do not know the language? Point out differences in some non-verbal symbols in different countries -- such as the meaning of a wave of the hand (greeting or insult) or the meaning of certain kinds of gifts (e.g., it is bad manners to give a handkerchief to someone in Greece.) What would happen if people in this country did not understand the meaning of certain non-verbal symbols such as a nod or a shake of the head? Or a traffic policeman's gestures?

3. Discuss the need for patterned ways of behaving among people who see a good deal of each other. e.g. Why is it important to know how your father will react to similar situations? What kinds of expectations do you have of other members of your family which make it easier for your family members to get along without the friction which could arise? What would happen if you did not know what to expect from your teacher if you did certain things--that is, if the teacher reacted differently each

Section on common expectations in baseball from Arnold Rose, STUDY OF HUMAN RELATIONS. Knopf, 1965, pp. 52-53.

2. When individuals are in contact with many other individuals, many of whom they have never met before or whom they have met only casually, they could not learn how each would react in a given situation unless all of them behave in somewhat the same ways--- that is, unless they follow certain norms of behavior.

3. People come to have common expectations about certain services which other people will perform; if these services are not performed, our lives would be thrown into confusion.

time? Perhaps simulate a situation in which the teacher divides the class into two groups and gives them a series of directions and one point each time a member follows the directions correctly. The teacher should reward the second group only when its members do the exact opposite of what people would expect his directions to mean.) Also discuss: How easy would it be to play tennis doubles if you did not know what to expect from your partner? Or to play baseball or football if you did not know what to expect from other members of the team? Why is it difficult for a stranger to join a team and work well with the other members? Have pupils read selection on the importance of learning what others will do in playing baseball. Discuss.

4. Discuss the kinds of expectations we have of strangers or only passing acquaintances. Why do these expectations make it easier to get along? (e.g. What behavior do we expect from bus drivers or of drivers who come to a stop sign etc.) Quote the statement by the Kluckhohns that "Each of us in American society bets his life each day that most people will stop at a red traffic light."

5. Have pupils list all of the services they expected from other people the day before, beginning with their getting up in the morning. (e.g., breakfast on the table or even someone to call them to get up; buses running that day; stores open that day; etc.) What would happen if we could not count on these services being performed regularly? If, for example, bus drivers just failed to show up or

Section on the need for some regularity of behavior in our lives from Arnold Rose, STUDY OF HUMAN RELATIONS, Knopf, 1965, pp. 44-87.

S. Listens for main ideas and/or for supporting details.

drove down different streets every day? If stores just opened once in a while or if people did not bring in the goods to stock stores? If banks failed to open up for a week so you couldn't get your savings out of the bank? Have pupils read selection from Rose to get added ideas about the expectations they have of services which help make life run smoothly.

6. Have summarizing discussion on the need for some regularity in our lives -- for norms of behavior. Review the meaning of the concept of norms.

7. Since this unit and this course as a whole are not based upon typical textbooks, it may be wise to discuss the importance of listening carefully in class and taking notes on reading and on discussions and reports. Pupils should be asked to keep a notebook with all of their notes, written work, lists and unit vocabulary lists. They should realize that they will need them far more than in a course based primarily upon one textbook.

8. To emphasize the need for listening and note taking, you might also do the following:

   a. Give pupils the writing assignment on "Is Listening Important?" Afterwards discuss the results. Now administer a standardized listening test or a teacher-made test of recall on instructions just given to class or on information just give to class. Let pupils check their own tests in the latter case. Give pupils a curve showing the listening skills of

For standardized tests, see: Brown-Carlson Listening Comprehension Test. Grades 9-13. (World Book Co.) Sequential Tests of Educational

S. Adjusts his note-taking to discussions.

S. Takes notes on reading.

the class as a whole. Then cite studies showing that listening habits can be improved.

Progress: Listening. Grades 7-9. (Co-operative Test Division of the Educational Testing Service.) For summary of studies on improvement in listening, see Ralph G. Nichols and Leonard A. Stevens. ARE YOU LISTENING? McGraw-Hill, 1957.

b. Discuss problems pupils have had so far in taking notes on discussions. Perhaps project several examples from students' notebooks and compare them. Illustrate several kinds of note-taking techniques for discussions. How do these techniques differ from taking notes on an organized speech? Have pupils try out one of these systems during the next few days. Then collect notes and write comments on them, indicating ways in which pupils can improve their note-taking. Again project several examples and compare.

c. Now discuss the difference between taking notes on discussions and taking notes on reading. Project examples of types of notes (outlines and note cards) on reading assignments. Collect reading notes after a few days and return them with comments.

G1a. Some norms are considered so important in a society that they will be enforced through the use of force if necessary; other norms are considered less important.

C. Some matters affecting relationships among people are so important that norms of behavior will be enforced with force if necessary; rules for behavior which will be enforced by society with force are called laws.

S. Sets up hypotheses.

G1b. All societies have potential conflicts and develop means of trying to settle disputes and accommodate differences.

1. All societies have potential conflict among members and must develop means of preventing this conflict from breaking into such a large degree of violence as to endanger the continuance of the society.

   a. There are many types of conflict; scarce things may be material or non-material.

S. Skims to locate information.

9. Go back over some of the norms of our society which have been mentioned so far. Which ones must people obey or be punished? What kinds of norms are given this status of law? (Define meaning of "law" as a norm which will be enforced by society with force if necessary.) Is there any difference in norms within a family group? What kinds of norms are enforced by parents? Is there any difference in norms within a school? What kinds of norms are enforced by schools? Do all families have the same enforceable rules? Do all schools have the same enforceable rules? Why or why not? (Relate to what pupils have learned about values in seventh grade. If pupils have not had seventh grade class, define values and use examples here.) Would pupils expect different societies to have the same laws? (Let pupils set up hypothesis to test. How might they test it?)

10. Ask pupils to define the term "conflict." Let them discuss and then give them a more exact definition. Now ask students to list 10 points of conflict among their classmates, or in their families or in school. Collect and make a master list. Have pupils analyze these conflicts for the kinds of conflicting goals in each. How many of these conflict situations relate to material goals over which there is conflict?

11. Have students bring newspapers to class. Review or teach skill of skimming a newspaper to locate information. (Discuss use of headlines and first paragraphs.)

S. Interprets cartoons.

b. Conflict is likely to increase as change takes place in a society, since change redistributes valued things or makes old laws outmoded.

Give pupils 10 minutes to list all of the conflicts mentioned for that day in which the different sides to the conflict are appealing to the government for decisions? Have pupils analyze the conflict goals and arrange by type. Also have pupils list all of the other types of conflict mentioned. How many cases are found in which conflict broke out into violence. Why would our society want to try to prevent such a result of conflict?

12. Have pupils watch a television program or show a video tape of such a program on some current political conflict. Discuss: What is the conflict? Who are the parties to the dispute? What types of accommodation are being suggested? What makes this a political dispute?

13. Project cartoons illustrating current political conflicts. Ask about each: What is the main point of this cartoon? How do you know? Analyze techniques used by cartoonists to put across ideas.

14. Have each pupil write a brief paragraph trying to answer the first question below. Then discuss: Why is conflict in society likely to increase as major changes take place in population or technology? (What would happen in a rural area near a city if hundreds of people bought land and built houses? What kinds of conflicts have resulted from automation?)

c. Societies develop rules for settling conflicts; unless the society provides for enough harmony to prevent members from exterminating each other, the society will not survive.

2. Societies develop laws to protect members from dangers not arising from conflict.

3. A society or any organized group develops rules to promote efficiency or to provide the cooperation needed to achieve common goals.

15. Ask pupils to imagine what would happen in their own communities if there were no police force or no way of punishing those who steal or kill others. What would life be like? Each pupil should write a brief statement on this question. Some pupils might write them in the form of an imaginary dream that this is true in their own community. Read one or two examples aloud and then discuss: What would happen if there were no enforceable rules to prevent people from using force to settle conflicts?

16. Discuss: Are there any kinds of dangers which arise not from conflict but from technological changes? How can laws help reduce these dangers? (e.g. traffic laws, laws related to air traffic). Have pupils break up into buzz groups of two pupils each to make lists of as many examples as they can. Have the group with the longest list put it on the chalkboard. Add additional suggestions from the other groups.

17. What kinds of rules do organized groups develop to promote greater efficiency or to provide the needed cooperation to achieve goals? (Suppose pupils are organized in a class to provide for certain kinds of entertainment or recreation? What rules would make it easier for this group to operate? What rules might be needed to help achieve the group's goals? What kinds of rules do athletic teams need to help achieve their goals?)

18. Have the class work out a list of rules to be followed

S. Distinguishes between facts, inferences, and value judgements.

in class. Discuss: Do you think your class list differs much from a list which I might make up.

19. Give pupils a dittoed sheet defining (with examples); concepts, generalizations, and hypotheses. In a second section, define the following terms, with examples: fact, inference, and value judgement. Now give pupils an exercise on differentiating between concepts and generalizations. (e.g. Mark each of the following C if it is a concept, G if it is a generalization:)

____ 1. norm
____ 2. All societies have potential conflict.
____ 3. law
____ 4. Some norms are considered so important in a society that they are enforced through force if necessary.

20. Now give pupils an exercise in distinguishing between facts, inferences, and value judgements. Make up one using current examples they have found related to conflict.

21. To help pupils understand the use of concepts, have pupils work through the exercise on "Thinking Categorically." Read aloud the following concepts with their numbers, as pupils do part I: 1. Presidents 2. mountains, 3. furniture, 4. movie actresses, 5. fruit. Go over this part of the exercise before pupils do the next section. After pupils have done Part two, ask what words pupils eliminated in each group. Pupils will have chosen different words. A discussion on the reasons for choices will illustrate how people can categorize the same data differently, depending upon their purposes. After pupils have done part three discuss: Of what importance are concepts to people? How do they help a person investigate a question in which he is interested?

A). IS CURIOUS ABOUT SOCIAL DATA AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

4. The particular norms thought important enough to enforce as laws differ from society to society, although all societies have some laws.

22. Have each pupil read at least two selections on primitive law. He should make a chart divided into four columns: (1) Similarities in Law Between Primitive Society and U. S., (2) Differences in Law Between Primitive Society and U. S., (3) Way in Which Law is Enforced In Primitive Society, and (4) Way Disputes are Settled in Primitive Society. Remind pupils that they are reading accounts of anthropologists and purposes of their study. (Pupils should be able to discuss this topic on the basis of their study in the elementary grades and in grade seven. If pupils have not studied these project courses, you may wish to have them read brief selections on anthropology.)

See list of selections on primitive law in Appendix. For experimental purposes, permission was obtained to mimeograph these selections, using footnotes and explanatory words in brackets, in order to simplify the material for pupils.

23. Now hold a general discussion based upon the different accounts which pupils have read. Discuss: Do all of the societies which you read about have laws? Are they the same in all societies? To what extent do they resemble ours? To what extent do they differ from ours? (Put off a discussion of ways of enforcing law until later.)

24. Ask each pupil to write a brief paragraph on the question: Why do laws differ from one society to another? Project or read aloud one or two which differ considerably. Which statement do pupils think the best answer to the question? Why?

25. Have a group of pupils prepare a bulletin board on The Need for Law.

G2. Government action may restrict individual rights and also may help preserve individual rights.

5. Laws, and the governments which enforce them, protect as well as limit the rights of individuals.

   a. Government action may create the conditions for enjoyment of freedom and basically it may create the conditions of order and stability without which freedom means nothing.
   b. Government may curb non-governmental menaces to freedom.

II. All societies must develop some means of enforcing and changing or adding to laws; the means developed are governmental institutions.

A. Some conflict is solved outside of government in all societies, but most societies give government some power to settle certain kinds of disputes.

1. Families, schools, churches, etc. settle some disputes among their

26. Discuss: Do all laws restrict freedom or individual rights? Could laws promote freedom even if they restrict freedom in some manner? Use common types of laws such as traffic laws (red lights, side of road for driving, passing on hills, speed limits, etc.); hunting and fishing laws (limits; safety regulations); firing guns within city limits; restrictions on using dynamite on own property if too close to another's property; restrictions on building too close to property boundary line; laws against knifing or otherwise injuring others, etc. Would all people agree to the need for such restrictions? Why or why not? What is the important conflict between passing such laws and not passing them?

Excerpts from state's fishing and hunting laws.

Excerpts from city's building codes.

27. Have the class or individual pupils write imaginary dreams. They should pretend that they fall asleep and dream that all laws have been abolished. They should then tell about what life was like in this dream of their own community without laws. Read aloud or ditto one of better papers.

28. Discuss ways in which conflicts are frequently settled without government intervention in our own society. Then ask pupils to look at lists they made when they read selections on primitive law. Ask: In what ways did the societies which you read about settle disputes between people? In what ways were people punished for breaking laws?

members, but governments settle disputes among such groups.

2. Some societies permit revenge by one family against another family for harm done their family; however, there are certain rules about how this revenge may be carried out.
3. Some societies permit an individual to punish a person for what he has done, if this individual gains the consent of the society to punish the person.

Gld. The greater the population density and the more complex the technological system, the greater the need for more laws and for some system of changing laws.

4. Governmental institutions face greater responsibilities for settling disputes as societies become more populous, larger, and more complex.

29. Have pupils organize committees to follow newspapers for two weeks. They should list the major conflict cases which are being referred to government for settlement or which one side has appealed to the government. Then have pupils follow the newspapers for the rest of the year in order to find out if these conflicts are resolved by the government. (Encourage pupils to look for conflicts referred to local and state as well as to federal government.)

30. Remind pupils of example used earlier on the growth of population in a formerly rural area. Then have them read the selection on fluoridation of water supplies. Discuss the points of conflict involved in this dispute. Why does the growth of population create greater demand for a government to decide such an issue?

"Can Liberty Be Fluoridated?" MINNEAPOLIS TRIBUNE, November 6, 1964.

S. Distinguishes between fact, inference, and value judgement.

5. The function of settling disputes according to the law is the judicial function.

31. Have pupils read selections on pollution on a local river. Place a map of the river on the chalkboard or project one with an opaque projector. Discuss the points of conflict involved in this dispute. Why does the growth of population create a greater need for government intervention in this kind of dispute? Why is the dispute referred to the state rather than to local governments?

e.g. See articles on water polution on Minnesota River in MINNEAPOLIS TRIBUNE, October 18-20, 1964.

32. Give pupils a series of statements about the topic of water polution. Have them mark these statements fact, inference, or value judgement. Discuss class results.

33. Have pupils imagine that they are on a rocket flight to the moon. The rocket carries ten people. Imagine that they land safely on the moon, but something goes wrong with the rocket and they cannot return to the earth. There are no other inhabitants on the moon, and they discover that they can survive from things found on the moon's surface. Would they need any kind of laws or government? Why or why not? Now suppose that each country sends 20 additional rockets each with ten people, and they are all stranded on the moon. The moon resources of food are very limited. Would the people on the moon need any form of government? Why or why not? Why would the additional people on the moon create a greater need for government?

34. Have pupils read accounts of the establishment of government in California mining towns and during the

e.g. See Charles H. Shinn, MINING

B. Governments are given the job of making new laws to meet new problems.
   1. Governmental institutions try to accommodate differences, that is, to work out new ways of settling differences which will satisfy both sides to at least some degree.

rush to Oklahoma. Why did people organize governments here? Discuss the meaning of the term "judicial function."

CAMPS, A STUDY IN AMERICAN FRONTIER GOVERNMENT, edited by Rodman W. Paul (Harper Torchback edition.) Harper, pp. 119-120, 123-125.
Section on California Gold-mining camps in Muzafer and Carolyn Sherif, AN OUTLINE OF SOCIAL PSYCHOLOGY. Harper, 1956, pp.269-270.
Section on establishing law and government in Oklahoma after the Oklahoma land rush from Muzafer and Carolyn Sherif. AN OUTLINE OF SOCIAL PSYCHOLOGY. Harper and Row, 1956, pp. 270-273.

35. Discuss the meaning of the term "accomodation." Use examples from family situations or from school situations. You might use exercise in appendix to this resource unit. Discuss ways in which a conflict can be handled (by compromise; by complete defeat of one party who is forced to give in; by maintenance of status quo with continued conflict). Explain difference between "accommodation" and "compromise."

Exercise #1 in appendix.

2. As change takes place and old laws are outdated or not sufficient to maintain order and solve common problems, most governments try to develop new laws.

36. Give pupils an exercise in which each must read a current newspaper clipping about political conflict (preferably in their own community) and answer such questions as:
    1) What is the conflict in this case?
    2) Identify the parties to the conflict.
    3) What are the goals of each party?
    4) What are the values of each side which need to be considered?
    5) What would be a fair compromise that would lead to an end of this conflict?
    6) Will proposed laws restrict the freedom or individual rights of people? Why or why not?

37. Discuss ways in which technological changes bring about the need for new laws. Suppose someone were to invent a car with folding wings which could rise up in the air and fly about ten feet off the ground over the cars ahead of it in the line of traffic. Why would there be a need to regulate this invention? Why was there a need for new laws when the railroad was invented? Can pupils think of any inventions which have been made in recent years which have given rise to the need for new laws. Can they think of possible ideas for new inventions which could result in the need for new laws?

38. Show the film "Life in Sometown U. S. A." on laws which have been outmoded. Cite other local examples. What changes have taken place which might give rise to the need for new laws?

Film: "Life in Sometown U.S.A."

3. This function of changing laws is usually given to some governmental institution, even though organized groups may change their own binding rules of conduct for their own members.
   a. A business organization or club will develop new rules for its own members.
   b. The government may develop laws which regulate or affect all of these other organized groups in a society.

S. Skims to locate information.

   c. The governmental function of changing laws is known as the legislative function.

C. Governments are usually given the job of enforcing existing laws, whether these laws relate to conflict among individuals or to the refusal of people to abide by laws set up to promote the common good.
   1. In some societies, there may be no separate political institution to enforce law; the law may be enforced by an individual with the

39. Discuss the ways in which business organizations or clubs make new binding rules. Could the government interfere with any of their attempts to make such rules? Can you think of any kinds of situations which might arise which would lead to government laws interfering with their right to make such rules.

40. Help pupils define the term "legislative function." Then ask each pupil to locate current examples of the exercise of the legislative function. (Review once more the advantages and techniques of skimming.) Have a committee prepare a bulletin board on the legislative function. They might use current clippings to illustrate.

41. Refer back to what pupils have read about primitive law. How were the laws enforced in the different societies? Ask pupils how binding rules are enforced in some organized groups such as families, the school, clubs, etc., in our own society. Could these smaller social groups do the job of enforcing other laws in our society? Why or why not? Could our society use some of the primitive ways of enforcing laws? Why or why not?

consent of the other members or by families with the consent of the society.

2. Even within our own society, organized groups will enforce some of their own binding rules.
   a. Schools enforce their rules.
   b. Families enforce their rules.
3. As societies become larger and more complex, governmental institutions are needed to enforce laws.

4. The governmental job of enforcing or carrying out laws is known as the executive function.

D. Governments are delegated many jobs which are important to the members of society but which the individual members cannot undertake effectively themselves.
   1. In a sense, the government's job of settling disputes among members of society is protecting members who could not protect themselves.
   2. In all societies, governmental institutions assume the job of protecting the members of the society from outside attack.

42. Write the term "executive function" on the chalkboard. Ask: What shorter word do you see in the first word? What do you think this term might mean? Have several pupils prepare a chart or bulletin board explaining the executive function.

43. Discuss: How important is the job of protecting the U. S. from outside attack? How important was this function in some of the primitive societies which you studied? What other types of protective services do governments provide? (Remind pupils of articles on settling disputes and on water pollution and floridation.) Why might governments step in to solve conflicts in these areas?

3. The government may assume other protective services such as protection of health, protection against fire, etc.

4. At times governments assume the job of protecting individuals against economic calamity.

5. Governments frequently provide services which are needed but too expensive for individuals to provide for themselves or which must be used by many individuals (e.g., parks, playgrounds, schools, roads).

S. Reads for main idea.

G3. The political system is the authoritative allocator, the mechanism by which society finally and ultimately decides

E. The political system is thus the authoritative or final allocator -- the mechanism by which society finally and ultimately decides which interests, goals, and wants shall be enforced in the society.

44. Have a pupil prepare a chart on some type of economic protection such as Medicare, unemployment benefits, etc. He should explain the chart to the class.

45. Ask pupils to make lists of other kinds of services provided by government agencies in this community and in other communities. Then discuss: Why do governments provide such services? Do you think that it is accurate to say that "Not one minute passes in your day when you are not affected by the government."?

46. Review with pupils ways in which they can try to pick out the main ideas of an article. Then give pupils an exercise on picking out the main ideas of the article by Coggins on "I Like to Pay Taxes." Discuss: Do you agree with the point which the author is making?

Herbert Coggins, "I LIKE TO PAY TAXES," AMERICAN CITY, May, 1940, pp. 53-55. See exercise in appendix.

47. Give pupils a chart showing the relationship of the political system to other groups or systems which allocate scarce goals or materials or settle conflicts among individuals within a society. Have pupils answer questions below the chart. The discuss: How does the

See appendix.

which interests, goals, and wants shall be enforced on and in society.

1. The political system is one of a number of systems of social control and allocation of wants.
2. The political system has the final and ultimate authority; it is marked, as none of the other allocative or control systems are, by universality, legitimacy, and monopoly and finality of force.
   a. The political system is universal or virtually universal; it includes more members and groups in society than do the other systems of control, such as the family, religious, ethnic, or economic groups.
   b. It enjoys legitimacy -- the acceptance of its functioning and authority.
   c. It stands above the other allocative and control systems, enjoying the authority to control either the operation or the outcome of their operations. Through its ultimate monopoly of force, it controls other internal systems which also control behavior and allocate scarce and conflicting values in the society.
3. Political activity is activity aimed at influencing governmental decisions.

political system differ from other groups and systems within the society? (Refer back to what pupils have found out about the role of government in relationship to other groups in connection with settling disputes, making new laws, and enforcing laws.) Now tell pupils that political scientists say that the political system is characterized by universality, a monopoly or finality of force, and legitimacy. Ask: What do you think they mean by these terms? Does our analysis of the chart lead us to agree about the first two characteristics? Why or why not? What might the term legitimacy mean? Now use examples of ways in which ideas of legitimacy of government affect way in which we obey laws. (e.g. Why do we stop at a stop sign when driving and no policeman is around?) How many parents paid their income taxes last year without having a policeman come around or a court order him to pay? Why did they pay? Would they have paid or would people stop at a stop sign if they didn't think the government had the right to pass laws?

48. Discuss the meaning of political activity. What does the person who engages in political activity try to do? Point out that this course deals primarily with

G4. Totalitarian governments extend the scope of politics far beyond the usual to include almost all aspects of life; democracies tend to limit the scope of politics.

A4. EVALUATES PROPOSALS AND INSTITUTIONS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

I:1. Governments differ in many ways.
A. Governments differ in the number and kinds of services provided and in the degree to which they regulate different aspects of life.
1. Some societies regulate almost all aspects of people's lives and/or provide far more services than do other governments.
a. Some early societies regulated many more aspects of life than our form of government does.

b. Totalitarian governments extend the scope of regulations to almost all aspects of life; they differ, however, in how many and how services will be provided for the members of the society.

a study of political science. Describe the field of political science in general terms.

49. Have pupils read about either the Inca or the Mayan government. Have them divide a sheet of paper into three columns and take notes on the ways in which these governments affected the lives of citizens, on the number of people who had a say in the government, and on the ways in which these people gained power. At this point, however, discuss only the degree to which these governments affected different aspects of life and the services they provided. Discuss. Compare with our own society as well as with other primitive groups studied.

Sections on Inca Empire and government from Victor W. von Hagen. THE ANCIENT SUN KINGDOMS OF THE AMERICAS. World, 1961 ed., pp. 430-454, 456, 479-494.
Sections on the Mayan government from Victor W. von Hagen, THE ANCIENT SUN KINGDOMS OF THE AMERICAS. World, 1961 ed., pp. 228-230, 253-254, 286-287, 297, 300-302.

50. Have pupils read about wage earners in Nazi Germany. Discuss: To what degree did the Nazi government affect the everyday lives of its citizens? Did it regulate or try to affect more aspects of life than our government does?

Section on Wage Earners in Nazi Germany from FASCISM IN ACTION, House Document 401, 1947, pp. 129-130.

51. Now have pupils read the selection on the Bantu chief. Discuss the degree to which the Bantu chief affected

Section on Bantu Chief from I.

2. Some governments try to provide as little interference as possible in people's lives and provide far fewer services than do other governments.
   a. These societies try to preserve as much freedom for individuals as is possible without letting individuals interfere with other people's rights.
   b. The number of regulations and services within any society may change as population increases and technological developments bring great economic changes.

3. One of the central political questions relates to the desirable balance between individual rights and the security of society.

the lives of people in his tribe. Also discuss: How did the services provided by these different governments differ from one country to another and from the services provided by our government?

Schapera, GOVERNMENT AND POLITICS IN TRIBAL SOCIETIES. C.A. Watts & Co., Ltd., 1956, pp. 68-72, 74-75.

52. Have pupils make a chart comparing modern totalitarian societies and the Inca and Mayan governments with the government of the U. S. and other primitive groups studied. (Pupils will not know too much about tne U.S. government as yet, but they should be able to draw some contrasts at this time.) Ask: Can we place all governments which we have studied on one or the other end of a line marked as follows?

Complete Control Over People's Lives ——— No Control Over People's Lives

Why? What might be a better way of diagraming governments in terms of the amount of control? (Define the term "continuum" for pupils.) Then ask: Why might some countries such as ours, which had many fewer controls over people's lives in the past, now have moved over more toward the center of this continuum?

53. Remind pupils of the controversies over water pollution and floridation of water. What is the central issue in these controversies? What other laws have they discussed which illustrate the same issue?

S. Interprets charts.
S Sets up hypotheses.
G5. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do.
A3. CONSIDERS GENERALIZATIONS AND HYPOTHESIS TENTATIVE, SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

B. Governments differ in the way in which the legislative, judicial, and executive functions are assigned to government officials.
   1. Some governments center all or several of the functions in one man or in just a few men.

   2. Our government has three branches of government, each assigned one of the general functions; however, each branch also serves to check the others and to engage in some of the functions of the others.
      a. The purpose of this separation of powers is to prevent one group of officials from becoming too powerful.
      b. Another purpose is to slow down action so that majorities cannot operate too quickly.
      c. In general, the purpose is to protect rights of both minorities and members of what may become a majority.

54. Have pupils do exercise on types of governments. Discuss differences between the Mayan, Inca, and Bantu governments in terms of how the legislative, executive, and judicial functions were handled. Then analyze the role of the Okinawan police. Compare his functions with the functions of police in pupils' community.

Exercise #2 in appendix.
Section on Okinawan Police in Beatrice B. Whiting, SIX CULTURES: STUDIES IN CHILD REARING. Wiley, 1963, pp. 410-411.

55. Ask pupils who handle these functions in our own government at the federal level and at the state and local levels. Draw upon pupils' general fund of information. However, use a large wall chart to illustrate our division of power. Discuss the ways of gaining information from charts. Pupils should be told to examine title first. What do lines indicate? Place a piece of acetate over the wall chart and use a China marking pencil to draw on some of the checks which each branch can have on the other branches. Discuss: How do you think this separation of powers would affect the speed of legislation? The power of members of each branch? Why do you think those who wrote the Constitution provided for this system? Have pupils set up hypotheses to check later. Point out that they will learn more about the operation of this system during the year. (Do not spend much time on this activity. Just set the stage for later study, so that pupils can fit different units into the picture of the whole political system.)

Wall chart on the Separation of Powers

Acetate and China marking pencil.

S. Sets up hypotheses.

3. Some governments are parliamentary governments in which the executive branch is made up of members of the legislative branch and is responsible to it.

S5. Sets up hypotheses and checks against data.

G6. Federalism pays greater homage than unitary systems to local differences and economy, but it also pays the greater price in inconsistency, diversity, and competition.

C. Governments differ as to whether the functions of government are carried out under the control of one central government or are divided among different levels of government.

1. Our government is a federal system, with functions and pwers divided between state and national government.

56. Use another wall chart to show pupils very briefly how a parliamentary political system works. Compare it to our own separation of powers. What might be the advantages and disadvantages of such a system as compared to our separation of powers? Have pupils suggest hypotheses which they will check as the year progresses. (Be sure you remind pupils to examine devices for showing relationships on any chart such as this.)
Now have pupils return to exercise # 2 and add U. S. and British governments.

Wall chart on the Parliamentary System of Government.

57. Have a pupil who likes to draw prepare a cartoon showing how a Britisher might react to our system of separation of powers and how an American might react to the British parliamentary system.

58. Ask pupils to list all of the government actions they can think of which affect their lives. Which level of government do they think would be taking this action? Why? (e.g. meat inspection? inspection of restaurants? provision of highways? etc.) Have several pupils check guesses in civics texts and other reference works.

59. Show a wall chart which merely sketches in the main points in our federal structure. This chart might list some of the major powers of each level of government, as listed in the Constitution. Discuss: Why do

Wall chart showing federal system of government.

a. The federal system was probably all that could have been agreed to at the time our government was organized; in addition, it has other possible advantages.
   1) It permits those who are closest to problems in the local area to make and carry out laws of some kinds for that area; the national government is given those tasks which the state governments cannot do effectively individually, and which affect people in all of the states.
   2) It permits experimentation.
b. State governments also assign some jobs and powers to local governments of various kinds.
c. The federal system also means many differences among the states and possible confusion.

d. Some functions are shifting from the state to the federal government.

you think those who wrote the Constitution provided for a federal system of government? Why do states provide for local governments? Let a pupil check guesses in a history or civics textbook.

Wall chart showing federal system of government.

60. Place a piece of acetate over the chart on the federal system and use a China marking pencil to show one or two powers which the national government has assumed in recent years. Read aloud the "elastic clause" and discuss its meaning. How can the very vagueness of this clause permit changes in the powers of the federal government?

Acetate and China marking pencil.

S_5. Sets up hypotheses.

G7. Democracy is a political form in which the final policy-making power and all forms of political participation are open to the great number of adults in the society; in other types of political systems, policy-making and political participation are open only to the few.

2. Some countries have unitary governments, with power centralized in one government which can delegate responsibilities to local governments, just as our states do.

D. Governments differ in the number of people who have any voice in government.
   1. Control can be centralized in one man.
      a. He may get office and power by election.
      b. He may get office and power by birth.
      c. He may get office and power by force.
      d. He is always aided by advisors who have some influence.
   2. Control may be centralized in just a few men.

61. Show the film Centralization vs. Decentralization. Discuss reasons for the increase in powers of central governments and reasons for maintaining some local control.

Film: Centralization vs. Decentralization.

62. Show pupils a chart illustrating a unitary government. Discuss: What might be the advantages and disadvantages of unitary and federal systems? Have pupils set up hypotheses which they can test as the year progresses.

Wall chart showing unitary system of government.

63. Discuss the differences in the Mayan and Incan governments in terms of the number of people who controlled the government. (Let pupils use the chart which they made earlier. If necessary, have them reread the articles quickly.) How did government officials get office in each society? Was the Inca really ruling by himself? How would advisors wield more power than other members of the Inca society?

64. B[illegible]y tell pupils how some of the great totalitarian leaders gained power. Point out their use of advisors. Ask: How does the use of advisors spread power.

3. Many members of the society may have something to say about government decisions or the people who will be chosen to make those decisions.
   a. The U. S. is a democracy, in which the majority of the citizens are supposed to have the right to choose the officials who will make the decisions.

   b. Our government is a representative democracy rather than a direct democracy.
      1) Direct democracy survives in a few small places as in the New England town meeting.
      2) Direct democracy is impossible where the number of citizens is too large.
      3) Direct democracy would be impossible for a large area such as the U. S. or even one state.
      4) As governmental affairs become more complex, it becomes more difficult for a person to understand them; those who hold office can spend more time studying such matters and specializing on them.

   c. Power will not be equal in a

65. Ask pupils to write out their definitions of a democracy. Collect these essays to use later. Ask how many pupils included the idea of rule by the masses of the people. Does this mean that all adults have a voice in our government? Why or why not? Would the government be undemocratic if less than fifty percent of the adults were to vote in an election?

66. Describe briefly the way in which Athenian citizens ran their government or the way in which a New England town meeting operates. Discuss: Could we use direct democracy for the country as a whole? for our state? Why or why not? After pupils have discussed these questions briefly, quote the figures found in Schatschneider on what it would mean if we tried to get only 100 million people together to decide matters. Can pupils think of any other reasons why we elect representatives rather than trying to have a direct democracy? Do they think their parents would find it easy to study all issues while holding regular jobs?

Schattschneider, Political Parties.

67. Ask pupils to define influence and power. What do

Dahl, Modern Polit-

representative democracy; however, the officials can be changed by the people.

G9. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

A7. RESPECTS THE RIGHTS OF OTHERS.

S9. Distinguishes between facts, inferences, and value judgements.

A4. EVALUATES PROPOSALS AND INSTITUTIONS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

V. The American political values differ from those in totalitarian systems.

A. There is a difference in value assumptions about the individual, his worth and competence; democracy accords the individual a greater role in the determination of his destiny and protects his rights to a greater degree.

1. There is a greater respect for individual personality and human dignity.

they think it means when someone says that John has influence over Jim? that John has power over Jim? Try to work out a definition of power in operational terms, somewhat like that in Dahl. Discuss: is it undemocratic to have some people have more influence on political decisions than other people? or for some people to have more power than others? Use an example from a club or class organization. Does the president have more power or influence? Is this undemocratic? Discuss: Will power be equally divided among citizens in a representative democracy? Why or why not?

ical Analysis, pp. 39-54.

68. Give pupils an attitudes scale or poll on attitudes related to basic assumptions of democracy. Discuss class results on each item. Ask: Are we dealing here with facts, inferences, or value judgements? Why do you hold these values?

69. Ask pupils what they would do if they saw a ten year old boy beating up a five year old girl. Why would they take this action? What would be their reactions if they saw a ten year old boy holding a five year old upside down out a window? Why? Why do we dislike cruelty to human beings?

2. There is a belief in the basic right to equal treatment and opportunity for all.
3. There is a belief in justice for all.
4. There is a belief in individual freedom to do as one wishes so long as one does not interfere with the rights of others.
5. There is a belief that governments exist to promote the welfare of individuals rather than for their own sake.

A5. BELIEVES IN THE EQUALITY OF OPPORTUNITY FOR ALL.

70. Have pupils read excerpts from accounts of life in dictatorships or from the writings of fascists or Nazis, which indicate the attitude of fascists and Nazis toward human dignity and personality and toward the state. Discuss the difference in values in these societies and in our own, or have several pupils role-play a discussion between an American and a Nazi on democracy or the relationship of the individual and the government.

Section on Army Discipline in China Prior to the Communists from Nora Waln, REACHING FOR THE STARS. Little, Brown, 1939, pp. 38-39.
Section on arrests in Nazi Germany from Nora Waln, REACHING FOR THE STARS. Little Brown, 1939, pp. 48-49, 98-101, 112-113.
Selections from George Ziemer, EDUCATION FOR DEATH: THE MAKING OF THE NAZI. Oxford U. Press, 1941.
See Appendix for Selected Quotations on Attitudes of Nazi and Fascist leaders Toward the Individual Human Being.

71. Have a girl or several girls report on the Diary of Anne Frank or show the feature film. What was the Nazi attitude toward human dignity and life? toward equality among people? Ask if the book or

Diary of Anne Frank.

G8 Democracy as a political form is based on the general assumption that majorities of citizens are the best judges of what is good for them and that they are entitled to the right to make this choice.

A6 ACCEPTS THE WILL OF THE MA-- JORITY UNTIL IT CAN BE CHANGED BY PEACEFUL MEANS.

B. Democracy is based upon a belief in majority rule.

1. Elections provide a means for peaceful change as majorities change; the majority is not always made up of the same people.

film upset them. If it did, ask why they reacted so emotionally to it.

72. Ask each pupil to define what he means by fair play? Read aloud several contrasting statements and discuss. Also ask: What is the relationship between attitudes toward human beings and attitudes toward equality and toward justice? Discuss importance of granting these rights to others if people wish them themselves.

73. Ask class to define the term "rational action." Discuss: Do people always act rationally? Ask for examples from school or personal lives. Is rational behavior important in a democracy? Why or why not? What factors are needed to promote rational behavior?

74. Discuss the role of elections in providing for peaceful change and a chance for a majority to influence government. Can pupils think of any other ways of providing peaceful political change? Would they prefer them? Why or why not?

A4 EVALUATES PROPOSALS AND INSTITUTIONS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

2. Majority rule may not be so efficient as rule by a few people, but the dictator may be efficient for ends not desired by the people.

3. People accept the results of elections because they can still hope to win another day.

75. Quote some pupil's essay on democracy about the importance of majority rule. Then ask pupils what they mean by majority rule. Do they think the majority at one point is likely to be the same as the majority at another point? What does the fact that majorities change imply for the need for freedom of speech, press, and elections?

76. Have pupils use dictionaries and civics text to find out the difference in meaning between the following terms: majority, minority, and plurality. Then ask: Can we call a government democratic if its leaders have been elected by only a plurality of the votes at the last election?

Dictionary or Civics textbook.

77. Discuss: "A dictatorship can be more efficient than a democracy run by majority rule." Should efficiency be the main criterion in judging a government? Read aloud a quotation about the efficiency of concentration camps in killing the Jews in Nazi Germany.

78. Have pupils read an account of how people behave after an election. Why do they accept the results of an election? Would they be as likely to accept the results if they thought the winning party would abandon elections or imprison political opponents? If there is a current election campaign, have pupils watch

Section on election accusations and acceptance of elections in James M. Burns and Jack W. Peltason, GOVERNMENT BY THE PEOPLE, Prentice-Hall, 1964, pp. 3-4.

5. Interprets tables and charts.

4. Elections do not necessarily provide for majority decisions about specific policy issues.
   a. Not all adults may be permitted to vote or may vote even if they have the right.
   b. A man may be elected by a number of different minority groups, each of which votes for him because of one policy but dislikes other policies for which he stands; thus his election does not mean that a majority agrees with any one policy which he advocates.

5. Nevertheless, elections are the best device yet found for providing for majority rule in a populous state.

for violent verbal scare attacks on opponents during the campaign and then for statements made by losing candidates after the election.

79. Discuss: Why do elections sometimes fail to result in majority decisions? (Discuss voting restrictions and failure to vote very briefly.) Have pupils study Dahl's table no. 9, which shows how people may be elected by the combined vote of minorities who do not agree on policies. Help pupils analyze table. Ask them to read heading and explanation of symbols first.

Robert Dahl, A PREFACE TO DEMOCRATIC THEORY, University of Chicago Press, 1963, p. 99.

80. Ask pupils if they can think of any other way than elections to provide for majority rule. (e.g. Could we abandon elections and use public opinion polls?)

81. Have a pupil prepare a bulletin board display on the importance of elections.

C. Majority rule may be subjected to certain constitutional limitations.

G10 Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects.

A7 RESPECTS RIGHTS OF OTHERS.

1. Constitutions may contain negative prohibitions upon the powers of those elected by a majority of the people.
   a. Elected officials may be given only certain powers and denied the power to take action on some matters.
   b. The checks and balances of a system of separation of powers may prevent action desired by a majority of the people at any one time.
   c. The federal system of government makes it difficult for a majority of the people to bring about certain kinds of changes.
   d. A Constitution may contain a bill of rights.

82. Return to the essays written by pupils on the meaning of democracy. If pupils mentioned only decision by a majority, make up situations in which a majority vote in the class might force an individual to do something which he doesn't approve. Should he be forced by the majority to do it? Or are there some areas or some rights with which the majority should not be permitted to interfere? Perhaps several of the essays will present opposing views on the meaning of democracy. These might be projected with an opaque projector and used as the basis for a discussion.

83. Have pupils look at Article I, Sections 9 and 10, and Amendments I-X, and XIV of the United States Constitution. They should make a list of the things which the government cannot do. Then discuss: Do such provisions interfere with majority rule? Why do pupils think they were included in the Constitution? What other constitutional provisions have they studied which would make it more difficult for representatives of a majority of the people to get their way?

Classroom set of copies of U.S. Constitution.

G11 Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

A8 SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

2. These limitations are designed to protect minority rights (that is the rights of the individuals) as well as to preserve the chance for changing majorities to gain control in the future.

3. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

D. There are probably some social conditions which are necessary for a democracy to operate effectively.
   1. Most political scientists suggest that there must be some common values, a communication system, a stable society, a minimum of economic well-being.
      a. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

84. Suggest to the class that it vote on a proposal which you know class members differ on greatly. Ask for an immediate vote, without chance for discussion. Undoubtedly pupils will object because they will want a chance to discuss the advantages and disadvantages of such action. Discuss: Why is discussion necessary in a democracy? Why is it important for people to be able to speak and write freely in a democracy? What might happen if these rights were not protected? Does the First Amendment limit or protect majority rule? Or does it do both?

85. Ask pupils to think of things in society which might interfere with the effective operation of a democracy. Why might sharp splits over basic values make democracy difficult? (Relate to acceptance of election results.) Of what importance would literacy be? Would this be as important today as it was in the past? Why might poor economic conditions create a problem?

S. Is able to interpret tables.

b. Overlapping membership in many social groups with different aims helps keep a society from dividing sharply over a few major issues.
c. Although literacy no longer appears to be indispensible, there is need for a system of communication of some sort.

2. A democracy is unable to operate effectively unless large numbers of the citizens assume responsibilities as well as rights.

86. Have pupils read the selections on the relationship of pluralism, economic well-being, and education to democracy. Have pupils changed their minds at all about what they said earlier? As they examine the table, have them look at the title first. Work with them on the interpretation of the table. Discuss the table in terms of how data was collected and as an example of how social scientists gather information to test hypotheses.

Section on social conditions and democracy in James M. Burns and Jack W. Peltason, GOVERNMENT BY THE PEOPLE. Prentice-Hall, 1964, p. 25. Section on danger to democracy in Burns and Peltason, pp. 28-29.
Table in Seymour Martin Lipset, POLITICAL MAN (Anchor Book), 1954, pp. 35-37.

87. Have a pupil prepare a bulletin board on "Conditions Needed for a Democracy." Or have each pupil prepare such a chart for his notebook.

88. Go back to the pupils' essays on democracy. How many of them mentioned duties in terms of democratic assumption of rationality? What minimum duties can pupils think of for success of democracy? Tell pupils that some people have urged that a law be passed forcing adults to vote. Would this promote democracy? Why or why not? If pupils can not think of many responsibilities, shift discussion to responsibilities in clubs. What must members of a club do to achieve the club's aims in a democratic manner?

G13 Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest; that is an ideology is a guide, manual, and cue-book to the political system.

E. People do not always live up to their ideals or ideology (organized system of beliefs and attitudes); but these ideals provide goals toward which they will strive and standards by which they can evaluate their political system and behavior.

89. Define "ideology" and "ideals." Ask: What is the relationship between ideology and values? What ideologies have they been talking about so far? Have pupils list other ideals which they hold. Make a composite class list of types of ideals.

90. Discuss: Do people always live up to their religious ideals? to ideals of honesty? Should ideals be scrapped because people don't always live up to them? What role do ideals play in people's lives?

91. Have pupils list the values or ideals of American democracy by way of summary. Have a pupil prepare a large wall chart on which these ideals are printed. Tell pupils that they should keep in mind the following questions throughout the year: (1) How does our political system live up to these ideals? (2) Is there any way in which changes might bring our political system closer to our ideals? Be sure to warn pupils that they must look at proposed reforms carefully to make sure that they would not have serious disadvantages as well as possible advantages. Point out that they are dealing with values here. Can the political scientist tell them what to value? Can he help them select values? What is the chief job of the

G14 Our political system includes a number of major components, each of which affects the others.

VI. Our political system includes a number of major components, each of which affects the others.
- A. The democratic political system includes the countless individuals of the society, each one with attitudes, interests, and goals which he brings to the political system.
- B. The system includes the varying groups and organizations which individuals join to build aggregates of political power for certain purposes.
  1. These organizations include political parties, interest groups, factions within such groups, etc.
  2. These groups try to influence political decision-making both at elections and between elections.
- C. The system includes decision makers who make public policy on the basis of a number of influences.
  1. There are decision-makers in all three branches of government.
  2. Decision-makers in each branch affect those in other branches.
- D. Government decisions influence the voters and political organizations.

G15 Many factors affect relative influence and power among citizens.

VII. Many factors affect the relative influence of any voter or official or group.

political scientist? Emphasize the importance of objectivity.

92. Make a large wall chart showing Sorauf's chart on the political system. Briefly explain each component or part. Ask pupils how each of the components at the left would influence those at the right. Explain briefly if necessary. Then place a large sheet of acetate over the chart and use a China marking pencil to indicate ways in which components at the right influence each other and those components at the left. In otner words, help pupils see that the chart should really show a circling effect rather than movement of influence in one direction only. Try to get pupils to figure out possible effects rather than just telling them what they would be. (e.g. How does Congress affect the voters? How might it affect Political Parties or Interest Groups? etc.) Remember that this is just an overview. Do not try to analyze all facets. Ask pupils to look for other ways in which components affect each other as they study the course.

Wall chart of political system. (See Sorauf, "Political Science.")

93. Ask pupils to list the factors which they think might affect the relative power or influence of a person in American democracy. Suggest that they check their ideas as the year progresses.

G16 Many factors influence decision-making in a democracy.

S. Considers possible consequences of alternative courses of action.

A2 VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE.

VIII. Many factors influence decision-making in a democracy.

S5. Sets up hypotheses.

94. Discuss decision-making in the lives of pupils. What factors affect decisions which they make? Use examples from their lives or from school activities. (e.g. Imagine you are taking an exam in this class tomorrow. Imagine also that there is a big football game tonight which you wish to attend. How many of you would go to the game? If pupils differ, find out reasons for differences. What influences are at work in helping pupils come to a decision? Try to bring out importance of own interest and attitudes, influence of parents, teacher, friends, own past actions (such as amount of studying done in past) and influence of role each plays. For example, suppose pupils were in senior high school and some were on the team or were cheerleaders. Would their roles make any difference to their decisions? Discuss ways in which pupils consider possible consequences of actions before making up their minds and the way in which they weigh these consequences against their own values. Ask pupils to make a class list of factors which they think might influence decision-making by officials. They should save the list to check during later units.

95. Have pupils read short stories or novels which involve decision-making by the characters. They should read to identify the chief influences in the decision. Discuss kinds of influences in class. Also discuss: Are the decisions you read about all made between something good and something bad? Try to get pupils to see that many

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choices are between two or more things desired and some between two or more things disliked.

96. Have pupils identify questions to be used in analyzing all decision-making during the rest of the course. Place these questions on a large wall chart, to be kept in the room for reference throughout the course. (The teacher can suggest questions if pupils do not raise them. He should refer to the questions raised by Sorauf in the introductory statement for this overview.)

97. Point out that pupils have studied sociology in grade seven and have drawn upon anthropology in earlier grades and in their study of primitive law and government in this overview. They have also studied history in the past and are studying political science this year. Each group of social scientists is interested in different kinds of questions, although some of their questions and concepts used may overlap. Have pupils do the exercise in the appendix on Differences Among the Social Sciences.

See appendix

98 Give pupils an overview of the units to be studied during the rest of the year. Refer once more to Sorauf's chart on the political system. Ask: How should we make use of the concepts we have studied so far as we study these units?

Introduction to the Study of the American Political System

Frank J. Sorauf

The individual sections which follow this introduction will take up recommendations for the study of specific portions of the American political system. By their nature they will be oriented to some particular decision-making process within the totality of American government and politics. It may be well, therefore, to set out some general preliminary observations and goals which can undergird and support the more pointed and specific approaches in the papers which follow. In addition to their introductory function they may as well offer a summary and concluding integration for the specific papers.

One must, first of all, constantly remember that among all of the parts and sections of the American political system there is considerable unity. They divide and share the single task of the governance of the American society, and the political decisions made in one part of the system affect other parts. One cannot study civil rights by focusing only on the Supreme Court, nor can one study a local political party without examining its ties to state and national party organizations. In a political system that diffuses decision-making and the institutions of government -- as our principles of federalism and the separation of powers do -- it is tempting but dangerous to look on a specific unit or branch of government as if it were hermetically sealed off from the whole of the political system. Unity within the system alsosprings from a common system of politics: from similar values and traditions (a similar political culture) which permeates the whole, from common issues, leadership, parties, interest groups, and political elites which bind the parts together in an interrelated process of mobilizing influence and consensus.

One may also bring unity to the study of different American political processes through a common analytical frame of reference. In the sections which follow the materials focus on the making of the decisions by some policy-making agency -- generally some branch or agency of government. At the point of the making of decisions one can see the confluence of the influence within the political system. Power within the political system -- the ability to control the making of the public policy -- depends either on the ability to organize, mobilize and transmit the influences which press on decision-makers or on the ability to chose or influence the choice of the decision-makers in the first place. The individual political wants and goals of citizens, their

"interests", thus, are organized by intermediary political organizations such as parties, interest groups and community elites and transmitted to the relatively few policy-making agencies. In a democracy those agencies must reconcile, compromise, and mediate the conflicting influences brought to bear on them. In this decision-making process the institutions and structures of government are crucial for a number of reasons: they limit the kinds and styles of behavior tolerated (e.g., one does not lobby with a judicial body), they grant access to some influences and not to others (e.g., the access of conservative interests is increased by the operation of the seniority system in Congress), they influence the selection of decision-makers (e.g., the influence of Senatorial courtesy or the direct primary), and they become goals and interests in themselves (e.g., the desire of administrators to protect the appropriation of their agency).

If in this decision-making process one looks at the individual decision-maker -- the legislator, the judge, the President -- one can say that three broad categories of influence impinge on him as he struggles to make difficult public policy decisions:

1.) Internal influences: these are the influences which can be said to be "inside" the decision-maker: his knowledge of politics and the political world, his own political values and preferences, his more immediate political loyalties (which party or interest group may activate), his perceptions of the immediate choice and its consequences, his native skills and intelligence, his personal background and experience, and his definition of his role as a policy-maker.

2.) Influences within the Group: these are the influences within the agency, the branch, the organization; perhaps for this category one might also use the label "intra-institutional". These influences include: the norms and traditions of the organization, the influences of individuals on individuals (one judge on another, one Congressman on another), and the goals and well-being of the institution itself (the desire of a legislature to maintain its power and prestige in the face of strong executive leadership, for example).

3.) Influences External to the Group: these are the "pressures" of which the public most commonly thinks, the influences of constituencies (whether of the folks back home for a legislator or of the clienteles of administrative agencies), those of political organizations such as parties and interest groups, those of powerful individuals opinion leaders, and political communicators, and those of widely-held political values and traditions.

If one examines the same decision-making process from the point of view of the influences being exerted on it, he is bound to ask the question why some groups or aggregates are more influential than others -- the question of what determines political power. Among many factors it depends on the numbers of individuals mobilized, the intensity and duration of their attention and commitment, the skills and resources (e.g., money, organizational ability, status) of the mobilizers, their access to decision-makers, their knowledge of and experince within the policy-making process, and the nature of their interest (for in stance, in the American system the advantage almost always rests with the status quo over those seeking to change it.)

Since there are the analytical unities running through the diverse sections which follow, one can ask a certain set of analytical questions about all of them. Of decision-making in the local council or in the United States Senate, in an appellate court or in a regulatory agency, one can ask:

1.) Who makes the decisions? What are their backgrounds, their loyalties, their values, their commitments, their role perceptions?

2.) How are the decisions made? Who participates in the decision and how? What knowledge and information, what considerations and options are considered? Who framesthe options and controls the procedures?

3.) What effects do institutions and structures have? How do their powers and authorities limit courses of action? How do their organizational structures affect the decision-making process? How do they channel and admit external influences?

4.) What influences and interests are being brought to bear? What are the policy positions being represented? What political values and goals are being mobilized? Whose are they? With what intensity are they held?

5.) Who has organized and mobilized them? What parties, interest groups, or informal political elites have been working? How have they mobilized the support and consensus? Have the decision-makers themselves had to organize clienteles or consensus? What has been the nature of political leadership at work? What kinds of activity have groups and leaders been engaged in? How have they sought and found access to the decision-makers?

6.) What broader political context has the decision been made in? What are the general political traditions, the general political culture -- especially as it concerns the decision-making agency? What more general political and

governmental considerations prevail? What of the considerations of the well-being and stability of government itself?

7.) What impacts and effects has the decision had? How has the resulting public policy altered behavior? Has the decision altered the nature of the political influence which produced it, the political interests which motivated it? Has it altered institutional structures? What impact has it had on other policy decisions and other political conflicts? Has it brought forward new political activity or new interests?

Finally, one can approach all of these specific decision-making processes with a series of evaluative questions. These are questions which apply values and norms to the workings of the political processes and the entire political system. They fall into three main groups:

1.) Evaluations of the system itself. These are the questions of the healthy, "functional" operation of the system, of its ability to compromise and accomodate conflicting interests, of its maintenance of political stability and continuity, and of its capacity to deal with social change and social problems.

2.) Evaluations of the workings of constitutional democracy. These are the questions which evaluate the system in terms of the norms of democracy. They ask whether the government is responsive and responsible, whether it is representative, whether it accords minority rights as it responds to majorities, whether it affords open political participation, whether it maintains the freedoms necessary for the operation of the democracy, and whether it observes the Constitutional "rules of the game."

3.) Evaluation of policy values. These are the questions which evaluate the goals and interests contending to influence policy. They raise the questions of the values and goals and rationales behind political activity -- whether they be racial equality, a free enterprise economy, or reduced or increased international aid.

EXERCISE #1

CONFLICT AND ACCOMMODATION

Prepared by Fred Utz

Mary, Jean, and Sue want to watch television. They look in the paper and notice that there is a Rock Hudson movie on. Right away they decide they want to watch it because he's their favorite actor and they try to see all of his movies. Shortly after the movie comes on, Mike and Dick come downstairs expecting to watch the Viking-Green Bay football game. An argument begins to develop. Sue then suggests that they settle the issue democratically, so they take a vote. The three girls vote to watch the movie, and the boys to watch the game. Thus, the girls have a 3-2 majority. IF THEY BASE THEIR DECISION ENTIRELY ON MAJORITY RULE, THE GIRLS WOULD GET TO WATCH THE MOVIE AND THE BOYS COULDN'T WATCH ANY OF THE GAME. IS THIS FAIR?

Last week a similar conflict arose, and the boys didn't get to watch the game then either because the girls had all voted together to watch the Beattles. The boys are beginning to realize that the girls will always vote the same way and will always have the majority. IS MAJORITY RULE A FAIR WAY TO SOLVE THEIR PROBLEMS WHEN THE GIRLS ALMOST ALWAYS HAVE THE MAJORITY? SHOULD THE BOYS EVER GET THEIR WAY EVEN THOUGH THEY DON'T HAVE A MAJORITY? WHAT MIGHT HAPPEN IF THE GIRLS REFUSED TO EVER LET THE BOYS HAVE THEIR WAY?

HOW COULD THEY SOLVE THE PROBLEM SO THAT NEITHER SIDE WOULD HAVE TO GIVE IN ENTIRELY? WHAT ARE THESE TYPES OF SOLUTIONS CALLED? IS COMPROMISE A GOOD SOLUTION? IS IT HONORABLE?

WHAT IF BOTH SIDES ARE TOO STUBBORN TO GIVE IN? WOULD THE PROBLEM GET SOLVED?

It so happens that neither side in this conflict over which TV program to watch wants to compromise. The boys decide that they are not going to let the girls have their way so easily this time. Both Dick and Mike tell the girls that unless they get to watch the Viking-Green Bay game, neither one of them will help decorate for the lawn party Saturday night. Mary, Jean, and Sue realize how im-

portant it is that Dick and Mike string the colored lights in the back yard for thier party to be a success. They've been planning the party for several weeks and have invited all of their best friends. Thus, the girls decide to let the boys watch the football game if they promise to help decorate. THE GIRLS LET THE BOYS HAVE THEIR WAY EVEN THOUGH THEY HAD A MAJORITY. WHY? DID THE GIRLS CHANGE THEIR MINDS ANY ABOUT NOT WANTING TO WATCH THE GAME? DID THE GIRLS STILL PREFER TO WATCH THE MOVIE? WHAT WERE THE BOYS GIVING UP? WAS THIS REALLY A CASE OF A FAILURE TO COMPROMISE?

Exercise #2

You are to do the following exercise after reading the selection on the Okinawan Police and reviewing what you have read about the Inca, Maya and Bantu governments. In the chart below, list the person in each of these societies who performs the functions named in each column. (You will add information about the U.S. and Great Britain later.)

Government	JUDICIAL FUNCTION	EXECUTIVE FUNCTION	LEGISLATIVE FUNCTION
Inca			
Maya			
Bantu			
U. S.			
G. Britain			

APPENDIX

IS LISTENING IMPORTANT?

DIRECTIONS: List in Column I the activities in which you take part where there is no listening involved. In Column II, list activites you take part in in which you use listening.

Column I No listening used	Column II Listening used

DIRECTIONS: Summarize the major activities that you would have to give up if you did not know how to listen at all. List three, giving the most important first.

1.

2.

3.

DIRECTIONS: Write one summary sentence telling why listening is important to you as a person.

TH'NKING CATEGORICALLY

(Developed by Zenith Santee)

I. Directions: As a list of items are read to you, write its number next to the correct category.

A. banana
apple
orange _____

B. chair
table
couch _____

C. Sandra Dee
Tuesday Weld
Natalie Wood _____

D. Rockies
Appalachian
Alps _____

E. Eisenhower
Kennedy
Johnson _____

II. Directions: Draw a line through the item that does not fit in the category of the other 3.

1. coffee cocoa tea coco cola

2. typewriter recorder phonograph radio

3. shirt trousers skirt tie

4. Norway Minnesota France Canada

5. red pink orange black

III. Categorization by different people: Ways in which things can be grouped.
Directions: Fill in the chart below suggesting how each of the following people might categorize a group of students your age.

PERSON	CATEGORIZATION (how grouped)	REASON FOR GROUPING IN THAT MANNER
A. teacher		
B. fashion designer		
C. toy manufacturer		
D. television producer		
E. movie producer		

THINKING CATEGORICALLY (continued)

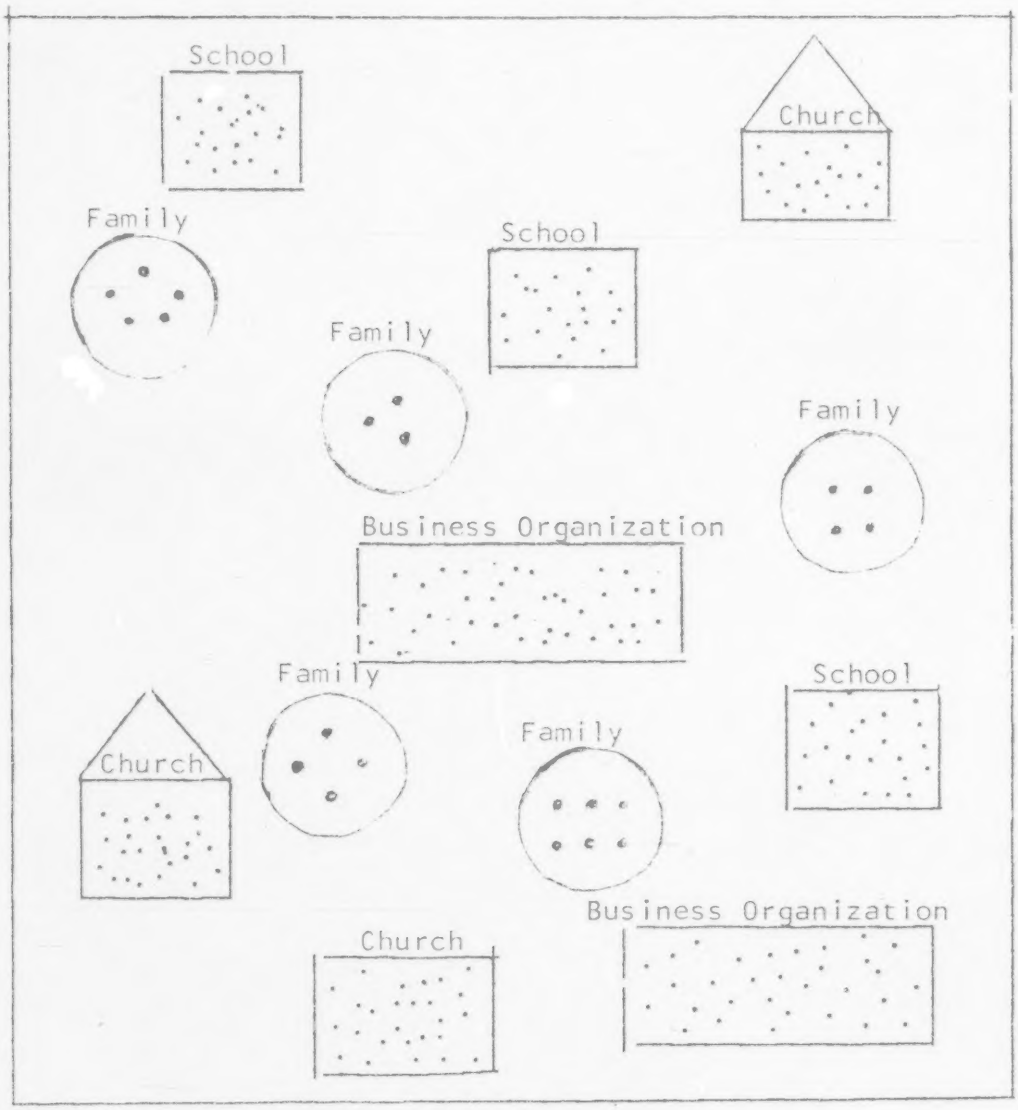
IV. Relationship Between Concepts: (Generalizations)
Directions: Write what you think might be a generalization that could be made from the cluster of concepts given:

A. conflict
B. compromise — Generalization #1
C. defeat

D. goals
E. conflict — Generalization #2
F. groups

G. goals
H. values — Generalization #3
I. conflict

THE POLITICAL SYSTEM



Key

- Family
- School
- Church
- Business Organization
- Dots represent people

Questions

1. How does the political system differ from families, churches, schools, and business organizations in terms of the number of people included under its authority?
2. How does it compare with the other groups in terms of its power to enforce its decisions? Why?

Exercise on Skimming For Main Idea

Turn to the article on "I Like to Pay Taxes." Skim by reading the introduction and just the headings. If a heading is vague, read the first sentence in each paragraph under the heading. Do this as rapidly as you can. Then write a one-sentence statement summarizing the main idea of the article.

DIFFERENCES AMONG THE SOCIAL SCIENTISTS AND OTHER SCIENTISTS

You will find below a series of situations which might be investigated by different social scientists. However, each group of social scientists would probably be interested in finding the answers to different questions. After each situation, list at least one question which each group would want to investigate.

1. A group of businessmen are having a secret luncheon meeting in a downtown restaurant.

   Sociologist:
   Anthropologist:
   Political Scientist:
   Historian:
   Nutritionist:

2. A town has been growing rapidly and the people are arguing about whether or not the town should spend money on building a town water supply to replace individual wells.

   Sociologist:
   Anthropologist:
   Political Scientist:
   Historian:
   Biologist:

3. The local school building has been damaged badly by a tornado and the school board is trying to decide whether to repair it or build a new one. The building is fifty years old.

   Sociologist:
   Anthropologist:
   Political Scientist:
   Historian:
   Engineer:

4. A strike by a labor union has kept the airlines from operating.

   Sociologist:
   Anthropologist:
   Political Scientist:
   Historian:

Exercise

(Developed by William Wellich)

DECISION-MAKING

Before going into the decision-making process on the governmental level we will begin by taking some ordinary problems and see how we arrive at decisions. In these problems and throughout the year, THE DECISIONS WE SEE PEOPLE ARRIVE AT WILL NOT BE AS IMPORTANT TO US AS THE PROCESS BY WHICH THEY ARRIVE AT THEIR DECISION. Our purpose will be to behave like political scientists: to study behavior, observe how the complex decision-making process operates, and determine what things work together (i.e., interact) to make the person arrive at a decision. We begin by asking two questions: (1) WHAT IS DECISION-MAKING? and (2) WHEN IS DECISION-MAKING NECESSARY?

Now for the daily problems we all face--to see how decision-making works in our lives and to get some idea how it might work in government when officials make decisions that affect all of us, in this class and throughout the world.

Problem one:

You have homework to do.
You're tired.
There's a party at a girl friend's.
Your mother wants you to go to bed.
You're expected to do your homework.
Your friends want you to come to the party.
WHAT DO YOU DO?
WHAT ARE SOME OF THE INFLUENCES AND ALTERNATIVES?
WHAT ARE THE CONSEQUENCES OF YOUR ACTION?

Problem two:

Your closest friend--who is very sensitive to criticial--asks to borrow five of your favorite records--records which were difficult to obtain and expensive.
Your friend is very careless about taking care of things. In the past she has accidentally damaged some things belonging to other people.
WHAT DO YOU DO?
If you decide to loan the records, do you say anything...?

If you decided not to loan the records, how do you tell her and still keep her friendship? (Remember, she's very sensitive to criticism.)

Assume that you decided to loan the records to her.
She forgets to return them.
After many weeks you remind her and get them back.
Of the five records that you lent her, one is broken. (Her baby brother rode his tricycle over it. One is covered with peanut-butter and jam and therefore can't be used. The remaining three are terribly scratched as a result of having been played on a phonograph with a bad needle.
Thus, two of the five records are ruined and the remaining three are almost ruined.

WHAT DO YOU DO: realizing (1) how much the records mean to you, (2) how careless she was, (3) how close friends you and she are, and (4) how sensitive she is to criticism.

Do you tell her to pay for any of the records?
Do you ask her to pay for any of the records?
Do you just forget the whole thing?
If you ask her to pay, is it for one, two or all five of the records?
What else might you do?

WHAT ARE THE INFLUENCES WHICH WOULD LEAD TO YOUR DECISION?
WHAT ALTERNATIVE DECISIONS MIGHT YOU MAKE?
WHAT WOULD BE THE CONSEQUENCES OF THESE VARIOUS DECISIONS?

Think of other situations which you or your friends or members of your family face in their daily lives which involve decision-making. Note what influences act upon the decision-making process.

Appendix

List of Selections on Primitive Law*

1. Paragraph on Pigeon law from Margaret Mead, PEOPLE AND PLACES, World Publishing Company.

2. Section on Bachiga courts and feuds from Mary Edel, THE STORY OF PEOPLE: ANTHROPOLOGY FOR YOUNG PEOPLE, Little, Brown, and Company, 1953, pp. 111-114.

3. Section describing Bambuti law in Colin M. Turnbull, THE FOREST PEOPLE, Doubleday & Co., Inc., 1962, pp. 105-109, 111-113. (Paperback, Anchor Book).

4. Section describing Ibo law from Charles K. Meek, "Ibo Law" ESSAYS PRESENTED TO C.G. SELIGMAN, Kegan, Paul, Trench, Trubner & Co., Ltd., 1934.

5. Section on Maori government and law from Gene Lisitsky, FOUR WAYS OF BEING HUMAN, Viking Press, 1962, pp. 140-145, 150, 151.

6. Section on Ifuago Law from E. Adamson Hoebel, MAN IN THE PRIMITIVE WORLD, McGraw-Hill, 1958, pp. 475-476.

7. Section on Eskimo law from E. Adamson Hoebel, LAW OF THE PRIMITIVE MAN, Harvard U. Press, 1961, pp. 87-89, 93, 96.

8. Section on Comanche law from E. Adamson Hoebel, LAW OF PRIMITIVE MAN, Harvard U. Press, 1954, pp.

9. Section on Ashanti law from E. Adamson Hoebel, LAW OF PRIMITIVE MAN, Harvard U. Press, 1954, pp. 230-231, 244.

10. Section on murder from Ina C. Brown, UNDERSTANDING OTHER CULTURES, (Spectrum Paperback), Prentice-Hall, 1963, pp. 105-107.

11. Section on Tlingit law from Kalarvo Oberg, "Crime and Punishment in in Tlingit Society." AMERICAN ANTHROPOLOGIST, Vol. 36, 1934, pp. 145-147, 152-153.

12. Selection on Nuer society from Lucy Mair, PRIMITIVE GOVERNMENT, Penguin Books, 1962, pp. 37ff.

*Selections were shortened by omitting parts. Difficult words were explained. See introduction.